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ABSTRACT

The purpose of this guide is to assist child welfare program managers in the documentation of their program efforts by providing both a recommended process and format. Section I provides a general discussion of the documentation process as well as suggestions for how to document a program. Section II presents the recommended format to be used in the preparation of the documentation report. The Appendix provides a sample of the completed documentation of an adoption program. It is suggested that (1) the documentation effort can provide a useful assessment of where a program is, where it has been, and the directions it may follow: and (2) that the documentation process should be used for redefining and solidifying program goals' for evaluating strengths and weaknesses, and for initiating constructive communication among program staff. (Author/RH)

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A GUIDE TO DOCUMENTING A LOCAL PROGRAM

THE CHILD WELFARE RESOURCE INFORMATION EXCHANGE

A Project of

The Children's Bureau
Administration For Children, Youth and Families
Office of Human Development Services
U.S. Department of Health, Education, and Welfare

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INTRODUCTION

The purposes of the Child Welfare Resource Information Exchange (Exchange) are to identify scuccessful child welfare programs and practices, and to stimulate, or assist in, the transfer of successful programs/practices to other settings. The resource collection includes operating manuals, handbooks, program descriptions, research studies, state-of-the-art surveys, planning and management tools, and training materials such as curricula, teaching manuals, and student workbooks.

In order to be included in the Exchange, programs/practices must be of benefit to the child welfare field, reflect sound principles of services delivery, have proven results, and possess a high potential for replication. To determine whether potential resources meet these criteria they are evaluated by both Exchange staff and outside reviewers for conceptual soundness, positive evaluative results, and replicability.

The transfers of programs/practices are accomplished through the publication of a bimonthly bulletin and monthly abstracts which permit interested parties to receive more in-depth information directly from the resource developers. On-site consultation services are provided to assist in the adaptation or replication of selected programs.

The assessment of a potential resource for inclusion in the Exchange and the facilitation of the transfer of selected resources require comprehensive documentation of the program/practice. The Exchange staff has found that there are many high quality programs which have not been documented adequately to share with the child welfare field. In addition to making it easier to have a successful program/practice included in the Exchange, adequate program documentation may be beneficial to an agency in other ways, i.e., in efforts to secure program funding, or as a tool in the program planning or evaluation process. The purpose of this guide is to assist child welfare program managers in the documentation of their program efforts by providing both a recommended process and format.

Section I of this guide provides a general discussion of the documentation process, with suggestions for "how to" document a program. Section II presents the recommended format to be used in the preparation of the documentation report. The Appendix provides a sample of the completed documentation of an adoption program, prepared by a member of the Exchange staff.

One final note of introduction. The documentation effort can provide a useful assessment of where your program is, where it's been, and where you would like it to go. Our suggestion is to use the documentation process for redefining and solidifying your program goals, for evaluating its strengths and weaknesses, and for initiating constructive communication among program staff.

SECTION I. THE DOCUMENTATION PROCESS

Program documentation may consume a considerable amount of time, depending upon the size and complexity of the program, and the documentor's familiarity with the program itself. However, the documentation process itself is not complicated.

A. Documentation: Who, How Much Time, Benefit, and Assistance

Answers to several key questions may be useful in considering the costs of undertaking the documentation effort:

- Who is the best person to carry out the documentation effort?
  Our experience indicates that a person knowledgeable with the full range of program functions, services, and operations is the best person to conduct the documentation effort. That person may be a current or past employee, or may be an outsider familiar with the program.

- How much time will it take to conduct this documentation effort?
  We have found that the time required to complete the documentation effort in the format suggested varies considerably from the more complex to the less comprehensive program. For example, the sample found in Appendix A required approximately 120 hours for an Exchange staff member to complete. The cooperation of program staff and the degree to which supportive documents are readily available will have a major impact on time spent in the effort.

- How can this documentation effort help the program?
  Those groups that have completed the documentation effort suggest that it is well worth the time invested. Many point to the increased understanding of the program mission and long-range goals that the involvement in the process can bring; others suggest the completed document has been helpful in gaining increased public understanding and financial support.

B. The Documentation Process: The Major Activities

The process consists of three major activities:

- Information collection;
- Analysis and synthesis of information; and
- Writing the report.

1. Information Collection

The principal sources of information for the documentation effort should be the program's written materials and conversations with program staff. Additionally, the documentor's personal observations of the program's operations can be a valuable source of information.

Written materials may include data sheets, annual reports, funding applications, advertising brochures, operating manuals, case records, and budget documents. The written information should be initially reviewed with an eye toward obtaining a fundamental understanding of the program's operations.

The understanding of the program operations, obtained from the review of the written materials, should be tested and expanded through interviews with key program staff. The documentor should be prepared to engage in informal discussions with these program staff, and be prepared to ask knowledgeable questions concerning the gaps found in the written information.

Personal observations of all phases of the program's operations will provide additional information, and/or raise questions which may not have been previously answered by either the written materials or the initial interviews with program staff. A useful method for observing program operations is to "walk through" all steps of the services program, from intake to case closing or aftercare, from program planning to program evaluation.

2. Analysis and Synthesis of Information

As information is collected, it should be organized into the various sections specified in Section II below. The major categories will be: program environment, program management, program operations (services), and program evaluation.

The analysis of information should seek to assure that there is consistency and continuity among all aspects of the program presented. For example, the documentor will want to assure that all components of the program are reflected in the budget, and that there is a means of providing sufficient data from which a services plan could be developed by the reader of the report.

The synthesis of information, in addition to condensing the material and making it easily understood, may include the development of flow charts, organizational diagrams and other useful graphics, which can be further explained by narrative descriptions.

3. Writing the Report

The documentation report may be written following the format outlined in this guide. (Unlike the sample appended to this manual, you may prefer to single space your final document to cut down on reproduction costs.) The style may be formal or informal, but in any case, the report should be concise (as long as it needs to be, but no longer) and easily understood. Professional jargon should be minimized.

At all stages of its development, the report should be reviewed by key program staff for both accuracy and readability. The finished report should have the approval of the program director before it is sent outside the agency.

C. General Considerations

1. Examples taken from the real-life experiences of your program and its users will be helpful in supporting and making your documentation live. Examples may be a case study of a successful user, interagency cooperative activities, creative ventures, etc.

2. There are many cases in which a picture is worth a thousand words. For example, pictures or diagrams have been found useful in depicting a program's setting and physical plant, its structure, the stages of a user's interaction with an agency, the steps in the planning and management processes, etc.

3. Statistics are an important means by which one can substantiate a program's successes. Statistical charts may be useful in presenting population characteristics of the community served, length of time in the program, follow-up success rate, etc.

4. Evaluation of your program efforts in meeting its objectives is an important consideration in "selling" the success of your program's work to the reader. Both subjective and objective measures may be indicated as clarification of these successes. Evaluative feedback from many sources--users, the community, staff, in addition to the more formal means--might be useful.

5. Wherever possible, a clear "how to" approach is helpful in indicating program accomplishments. To those reading your document, process is every bit as important as output or outcomes. Likewise, approaches that were tried and subsequently rejected may be as useful as those which were successful. Remember that the aim is to provide specific information--including all the learning experiences gained--to others interested in pursuing similar program activities.

SECTION II. THE DOCUMENTATION REPORT FORMAT

This section provides a format for the organization of the documentation report. The suggested content for each element of the report is described. This format is recommended for use in the documentation of all types of child welfare programs. However, the documentor should feel free to add or delete information as required to best describe the specifics of the program to be documented. The documentor should also interpret the subheadings of the program components in a manner which is most suitable for the specific program being documented. This may mean certain sub-elements may best be combined or eliminated to more accurately describe the program.

The recommended format is as follows:

A. Title Page; Table of Contents; Table of Exhibits

B. Introduction

The introduction should present a preview of the documentation report through a general description of its content.

C. Program Summary

The program summary should be a concise (one-to two-page) description of the program, serving as a preview to the entire contents of the document. It should include a review of the program's history and identification of the sponsoring agency, organization, or individual. Also included should be a short description of the population served, the services provided, and the sources of funding.

D. Program Components

For the purposes of the documentation effort, program descriptions may be broken down into the following three components: Program Environment, Program Management, and Program Operations (Services).

1. Program environment

The program environment component should provide a description of the physical, social, and philosophic environment within which the program functions. The following information should be included in this subsection.

a. A description of the political, social or economic circumstances which affect program development and ongoing operations.

In many instances a program has been developed in response to a penetrating problem recognized by current political, social or economic circumstances. For example, the need for a new program may have been caused by the cutback in funding available for a previously provided service. Or, an increased emphasis on the provision of child protective services may have been occasioned by the reporting of the tragic death of an abused child.

b. A description of the characteristics of the program's setting.

Such a description is important because a program designed to serve a rural poor population may have an entirely different set of needs than does a program in a metropolitan, middle-income community. Therefore, adaptation would be required for the transfer of a program from one setting to another; or replication may be totally prohibited due to the program setting.

c. A description of the population served.

The reasoning for the inclusion of this information is essentially the same as that for the general demographic information. The description of the specific problems of the persons served by the program being documented is necessary for the reader to determine whether replication or modification is necessary and/or appropriate.

d. A description of the philosophy guiding the program's operations.

The philosophic base upon which a program is constructed is an important consideration to the success of the effort, and, therefore, critical for the reader. An example of program philosophy is the belief that it is best to serve children in their own homes rather than placing them in foster care, or that older or physically handicapped children should be freed for adoption rather than maintained in institutional settings.

e. A description of the program's goals.

Goal statements should be a restatement of the program's philosophy in more concise and action-oriented terms. An example of a goal statement may be "to develop or improve the ability of parents to care for children in their own homes."

f. A general description of other resources serving the same client group and the documented program's relationship to them.

A program will always have a limited range of services, sometimes very specialized ones. The program's effectiveness may be a direct result of its users' access to a comprehensive array of other services. It is useful to describe the program's relationship to other available private and public resources such as public assistance, child welfare services, health, mental health, etc., and the types of relationships (contractual, source of referral, cooperative agreements, etc.) that have developed.

2. Program Management

The program management component should provide a description of the program's governance mechanism, its organizational structure, funding, and the management tools used to control program operations.

a. Governance

If the program is a private, not-for-profit, or proprietary agency, a description of the structure, its Board, advisory committees, and their roles in the operation of the program should be included. For example, it may be significant to the operation of the program that the Director does not have responsibility for fund raising, if this function is performed by the Board's Development Committee. For a program in the public sector, the relationship of the program to the government funding source could be significant.

b. Organizational structure

Provide an organization chart, depicting all significant aspects of the program. (See page A-9 for an example.) Provide a description of each staff member's role in the functioning of the program and the qualifications required for each position.

c. Funding and budget

Indicate the amounts and sources of funding for all components of the program's operations. Provide a description for all major budget items, such as the following:

- Personnel (includes paid staff and volunteers);
- Indirect Labor Costs;
- Rent or Building Purchases;
- Furniture and Equipment; and
- Travel.

d. Management Tools

Describe the means used to maintain fiscal and program accountability. For example, an agency may have an automated management information system, utilize management by objectives, or use program planning and budget (PPB) techniques. Append all forms which are used in these processes.

3. Program operations (services)

In most instances the program operations or services component will be the heart of the documentation. This section should provide a description of both the process for the delivery of services to users and the services themselves.

The service delivery process should be described with a case flow chart (See Figure 1 for an example) and an accompanying narrative description of each step in the process. For most programs, this will include most of the elements in Figure 1; however, considerably more detail is possible, and the arrangement of elements will vary from program to program.

a. Intake

The means used by which persons come to the attention of the program and how their needs for services are determined. Sub-elements of intake are:

(1) Outreach

The means used the the program to make its services known and the provision of easy access to them. Examples of outreach techniques are the use of the media for advertising and the maintenance of active media for advertising and the maintenance of active liaison relationships with the schools, courts, hospitals, and other social welfare service providers.

(2) Case screening

The process used to determine whether a person is eligible for the services provided by the program. A description of the screening process should include a restatement of the eligibility criteria. Forms used should be appended.

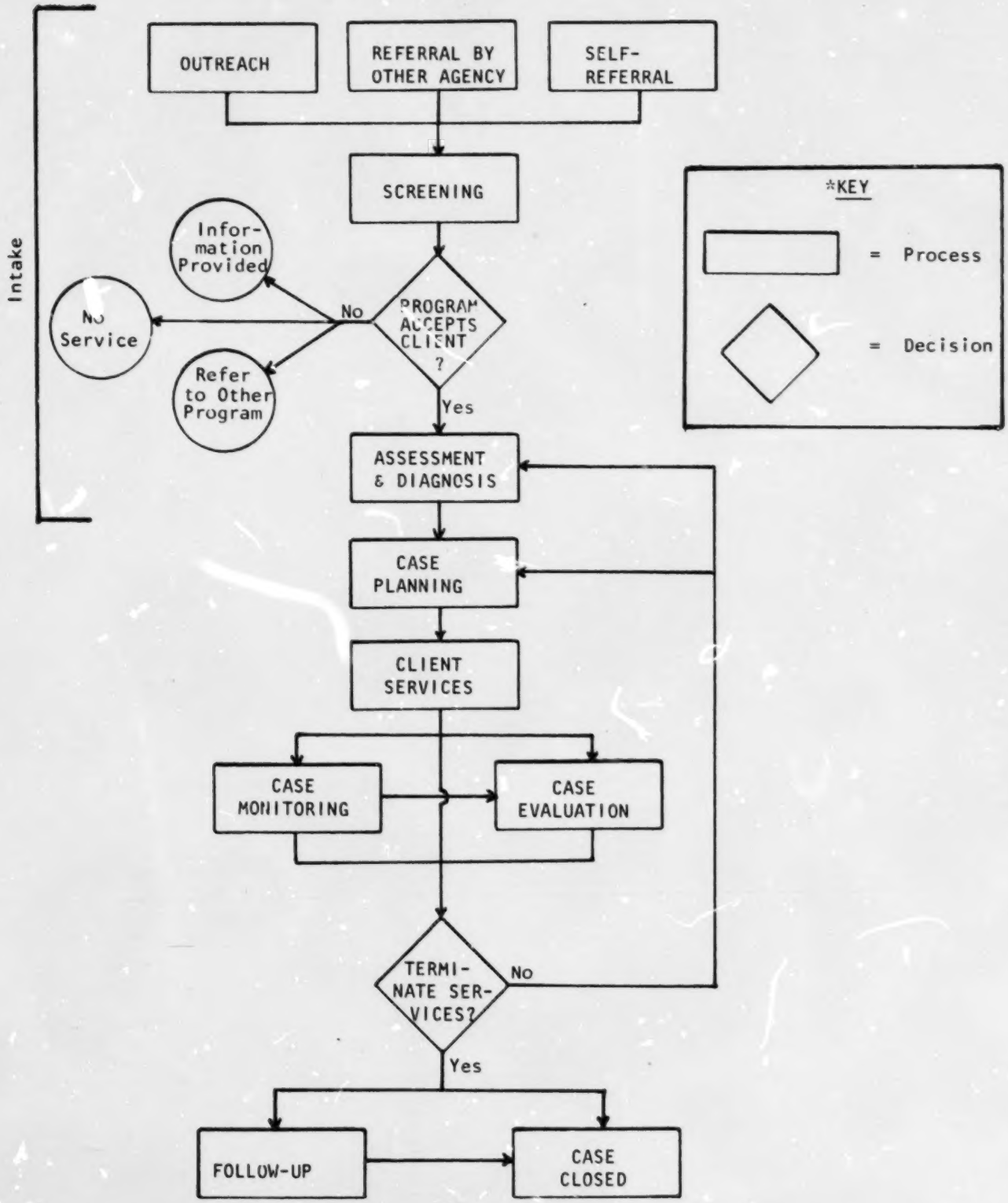
(3) Information and referral (I&R)

The means, in addition to the outreach efforts, by which the program provides information to the public and other service providers about its services, and the means by which referrals to appropriate resources are made for receipt of services not provided by the program.

(4) Case assessment & diagnosis

The process used by the program to obtain a determination of user needs. Emphasis should be given to the role of staff and outside consultants in the assessment and diagnostic processes. Written materials used should be appended.

FIGURE 1: SAMPLE CASE FLOW



b. Case planning

Activities designed to match user needs with a purposeful plan for the receipt of services designed to meet the identified needs should be described. The description should include the means used to set case objectives, service contracts between the user and the program (if used), and a discussion of the role the user plays in case planning. Forms used should be appended.

c. User services

Those activities designed to prevent, solve, or ameliorate user needs through the conduct of the user service plan and the meeting of the case objectives should be presented. Services should be described in terms of the staff who provide the service, the nature of the service and the staff time invested in the provision of the service. Where there are multiple services provided, each one should be described individually, along with the means used for coordinating them to achieve the case objectives. Step-by-step procedures should be described insofar as possible.

d. Case monitoring

This is the on-going process for determining that services are being provided in accordance with the case plan. The description should state how the provisions of services are monitored. Tracking mechanisms, manual or computerized, should be described where used. Forms used should be appended.

e. Case evaluation

The process of determining whether the objectives of the case plan have been met should be described in terms of the means of evaluation (staffing, periodic records review, etc.) used and the data generated on the program's generic effectiveness. Forms used should be appended.

f. Termination of services

The description of the process used to close a case should include both the criteria used for case closings and the means used to terminate services. Data on closed cases (successes vs. non-successes) should be provided.

g. Follow-up services

Follow-up services are the periodic check-up to determine if the services provided have had the desired effect (i.e. how is the person doing?). The description should state the means, frequency, and length of time the program tracks the case once it has been closed.

Throughout the write-up of the operations/services component the documentor should take care to record which staff are responsible for conducting the various functions. Copies of all pertinent forms and written procedures utilized in the operations/services process should be described in the narrative of this section and provided in an Appendix.

E. Program Evaluation

The documentation process itself is not expected to be an evaluation; however, it should report the results of any efforts offering an indication of the program's level of success. This section should include any or all of the following:

1. Formal evaluation

If any formal evaluation of the program has been conducted, the name of the evaluator, the date of the study, and the significant results should be indicated. Charts, statistics, and a narrative summary from the evaluation would be helpful.

2. Case disposition data

Even if no formal evaluation has been carried out, most agencies can compile data indicating client progress over the program's history. How many clients were served? Of those provided services, how many are currently receiving them and how many have been terminated? Of those terminated, how many were successfully placed, diverted or mainstreamed? What were the problems preventing success? How many showed significant improvement, slight improvement, no improvement, or regression? Etc.

3. Success in meeting program goals

Your program should be able to make a statement on the degree to which it has succeeded in meeting the stated goals of the program. This can be accomplished if the program goals are further delineated into measurable objective statements.

4. Testimony

Quotations from current and past clients, community members, referral agencies, etc. can be offered to assist in substantiating a program's claim to success. Results from evaluative questionnaires can be tabulated, and incisive comments quoted. Testimonial letters can be included in an appendix.

5. Replication

If the program's techniques or services have been replicated or adapted by other agencies, or if interest in the program has been indicated through journals, national reports on exemplary programs, etc., this should be indicated.

6. Directions for the future

Finally, the evaluation section may provide the director's, staff's, or documentor's assessment of future activities. In addition, if the program is part of a larger service network, recommendations can be made about how the entire network might be improved. Are there local, state, or federal policies which might be altered to provide strengthened support to service for clients? Do services need to be coordinated on a larger geographic scale or strengthened within the current network? Etc.

APPENDIX

Sample Documentation Report

THE TRESSLER-LUTHERAN SERVICES ASSOCIATES
ADOPTION PROGRAM

Tressler-Lutheran Services Associates
York, Pennsylvania

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SECTION I. INTRODUCTION

This report describes the Adoption Program of the Tressler-Lutheran Services Associates (T-LSA). It is organized into the following three sections.

Section I - Program Summary provides an overall description of the program's organizational structure and purposes.

Section II - Program Components provides a detailed description of all phases of the operation of the Adoption Program. The first subsection describes the physical and philosophic environment in which the program operates. The second subsection provides a full description of all phases of the program's management. The third subsection describes each component of the program's services and their delivery.

Section III - Program Evaluation presents information on the results achieved by the program and its effectiveness.

SECTION II. PROGRAM SUMMARY

Tressler-Lutheran Service Associates (T-LSA) is the multi-service, non-profit operational arm of two separate Lutheran Church-related social services agencies. T-LSA was formed in 1972 as the result of an agreement between Tressler-Lutheran Home for Children (TLHC) and Lutheran Social Services - Central Pennsylvania Region (LSS-CPR). Under terms of the agreement, T-LSA was incorporated to provide all of those services formerly provided by these two agencies, and currently operates under the joint control of TLHC and LSS-CPR.

T-LSA provides a variety of services including individual and family counseling; personal growth and enrichment services; specialized foster care services for adjudicated youth; refugee resettlement, nursery and day-care services; the operation and management of nursing homes and retirement centers; and the adoptive placement of children with special needs. Prior to the 1971 merger of the agencies both also provided traditional adoption services. However, in 1972 the adoption program was redefined, and the focus shifted to the present emphasis on the adoptive placement of children with special needs.

The T-LSA Adoption Program currently is a home-finding program specializing in adoptive placements for children with specialized needs. The program is the "placement arm" for other agencies and generally has no children directly within its custody. Adoption program staff also perform an advocacy function by demonstrating to other agencies that there are families willing and able to adopt children with special needs. Additionally, to help ensure a low rate of disrupted adoptive placements, a broad range of preparation and supportive services are provided to prospective and finalized adoptive families. The program's services are intended to form a continuum from inquiry to follow-up after obtaining the final adoption decree.

SECTION III. PROGRAM COMPONENTS

This section provides a description of the components of the T-LSA Adoption Program. The components are categorized under the following headings: Program Environment, Program Management, and Program Operations (Services).

A. Program Environment

1. Circumstances which affected program development and functioning. The special needs focus of the adoption program was developed because of:

- The recognition of the problems of "waiting children," i.e. those children legally free to be adopted, or those who could be freed for adoption but who remain in foster care placements; and
- The decline in the number of healthy, white infants available for adoption.

2. Characteristics of the services area. The T-LSA Adoption Program operates in twenty-six counties of Pennsylvania, and the states of Maryland and Delaware, as well as the District of Columbia. The Pennsylvania counties serviced are predominately rural, with the largest city within the area being Harrisburg, the State Capital. The other large urban centers within the service area are Baltimore, Maryland; Wilmington,Delaware; and Washington, D.C.

The T-LSA Adoption Program is headquartered in York, Pennsylvania, with branch offices in Williamsport and Altoona.

3. Population served. The T-LSA Adoption Program provides home-finding and adoptive placements for children with special needs. Special needs children are defined as those children legally free to be adopted who are:

- Over the age of eight;
- Family or sibling groups of two or more children;
- Black children, and children of mixed racial parentage;
- Children with medical, emotional or mental disabilities; and
- Children from developing countries.

4. Program philosophy. The Adoption Program utilizes a client-centered approach. The basic assumption is that potential adoptive parents can make the best decisions regarding their interests, strengths, and limitations. Adoptive parents are encouraged to evaluate their own capacities, research other available resources, and then select the children they feel will fit best into their homes. The agency holds no preconceived concept of what makes a family acceptable. It focuses on the needs of the children and the capabilities of each family to provide the emotional resources necessary to care for special needs children.

Adoptable children who have physcial disabilities or are of mixed racial heritage are not considered to be "hard-to-place," but rather are considered to have "special needs" which may require greater efforts to find adoptive families with the love, concern and capacity to accept and work with their special circumstances.

Both parents and children can best be served by positive, supportive services. The role of the social worker in the Adoption Program is to help educate the family in the skills that can be used to meet the needs of the children it adopts, and to provide post-adoptive services to support the placement.

This client-centered approach focuses on self determination, an educational process of building on already existing parental skills, self-assessment of strengths and weaknesses, and the ability of the clients to be the primary active decision-makers in the building of their families through adoption. It is the belief of the agency that the program's various service components which support this philosophy reduce the disruption rate even with children who have special needs by making adoption realistic for the adoptive parents.

The Program operates with the belief that it is the responsibility of the community to provide families for its children and, therefore, it works toward reeducating the community with reference to its perception of special needs children.

5. Program goals. The goals of the adoption program are as follows:

- To find permanent, loving homes for institutionalized and foster children with special needs;
- To provide a method for helping adoptive parents to evaluate their capacities and to provide them with additional parenting skills;

- To provide supportive post-adoptive services to families;
- To enable people to become the best parents they are capable of becoming; and
- To broaden public awareness of the needs of waiting children and to advocate on their behalf.

6. Other resources serving the same population, and the program's relationship to those resources. The staff of the Adoption Program maintain regular contact with approximately 100 agencies for the purpose of cooperative home-finding and placement, the sharing of knowledge and experience, and for observing the trends and services in the placement of children with special needs. Concentrated contacts are maintained with approximately 40 agencies throughout the U.S. and Canada, as well as with several international adoption agencies. T-LSA staff work with these agencies, as well as with courts and regulatory bodies.

T-LSA uses existing adoption exchange services to facilitate the placement of available children. Some of these exchanges are as follows:

- ARENA (Adoption Resource Exchange of North America - Child Welfare League of America);
- PACE (Pennsylvania Adoption Cooperative Effort);
- Delaware Valley Adoption Council;
- The CAP book;
- New York State Adoption Exchange; and
- Adoption Exchanges in Texas, Arizona, Virginia, and Indiana.

Additionally, adoption exchange books are used to provide prospective adoptive parents with information on available children.

Upon request, the T-LSA Adoption Program staff provide consultation services to any of the agencies with which the program maintains control. The Director has conducted training workshops for adoption personnel and has made numerous presentations on the Adoption Program to agencies throughout the country.

B. Program Management

1. Governance. T-LSA is the operational arm of two church-affiliated social services agencies: Tressler-Lutheran Home for Children (TLHC), and Lutheran Social Services - Central Pennsylvania Region (LSS-CPR). Both of these agencies are incorporated, nonprofit agencies. Each of them maintains its own assets and elects its own Board of Directors.

The TLHC Board of Directors is elected by the Executive Boards of the Central Pennsylvania and Maryland Synods of the Lutheran Church in America. There are seventeen members of the board. Eleven members are elected by the Central Pennsylvania Synod; four members are elected by the Maryland Synod; the President of each Synod, or a Presidential designee, serves as an ex officio member of the TLHC Board.

The LSS-CPR Board of Directors consists of 16 persons elected by the Board of the Central Pennsylvania Synod of the Lutheran Church in America. The Synod President or a designee serves as an ex officio member of the LSS-CPR Board.

The Executive Committees of both TLHC and LSS-CPR consist of five members each. These two Executive Committees serve as the formal Board of the Tressler-Lutheran Service Associates (T-LSA), the operational corporation.

To oversee the operations of T-LSA, the Boards of T-LHC and LSS-CPR meet jointly three times a year. The T-LSA Board meets six times each year.

The central point of executive responsibility for the operation of all three agencies -- TLH, LSS-CPR, and T-LSA -- is the President, who simultaneously serves as the chief executive officer of all three groups. The staff of T-LSA is ultimately responsible to the President, under the authority of the T-LSA Board of Directors.

2. Organizational structure. Figure 1 is a chart of the overall organizational structure of T-LSA. The two major divisions of services are Church and Community Services, and Residential Services. Each division is headed by an executive.

Under the Executive for Church and Community Services the two service subunits are Counseling and Education, and Children and Youth Services. The Adoption Program is one of four service units under Children and Youth Services; the others are the Community Treatment Program, the Child Advocacy Program, and the Administration for Interagency Relationships Planning.

FIGURE 1

ORGANIZATIONAL STRUCTURE: TRESSLER-LUTHERAN SERVICES ASSOCIATES

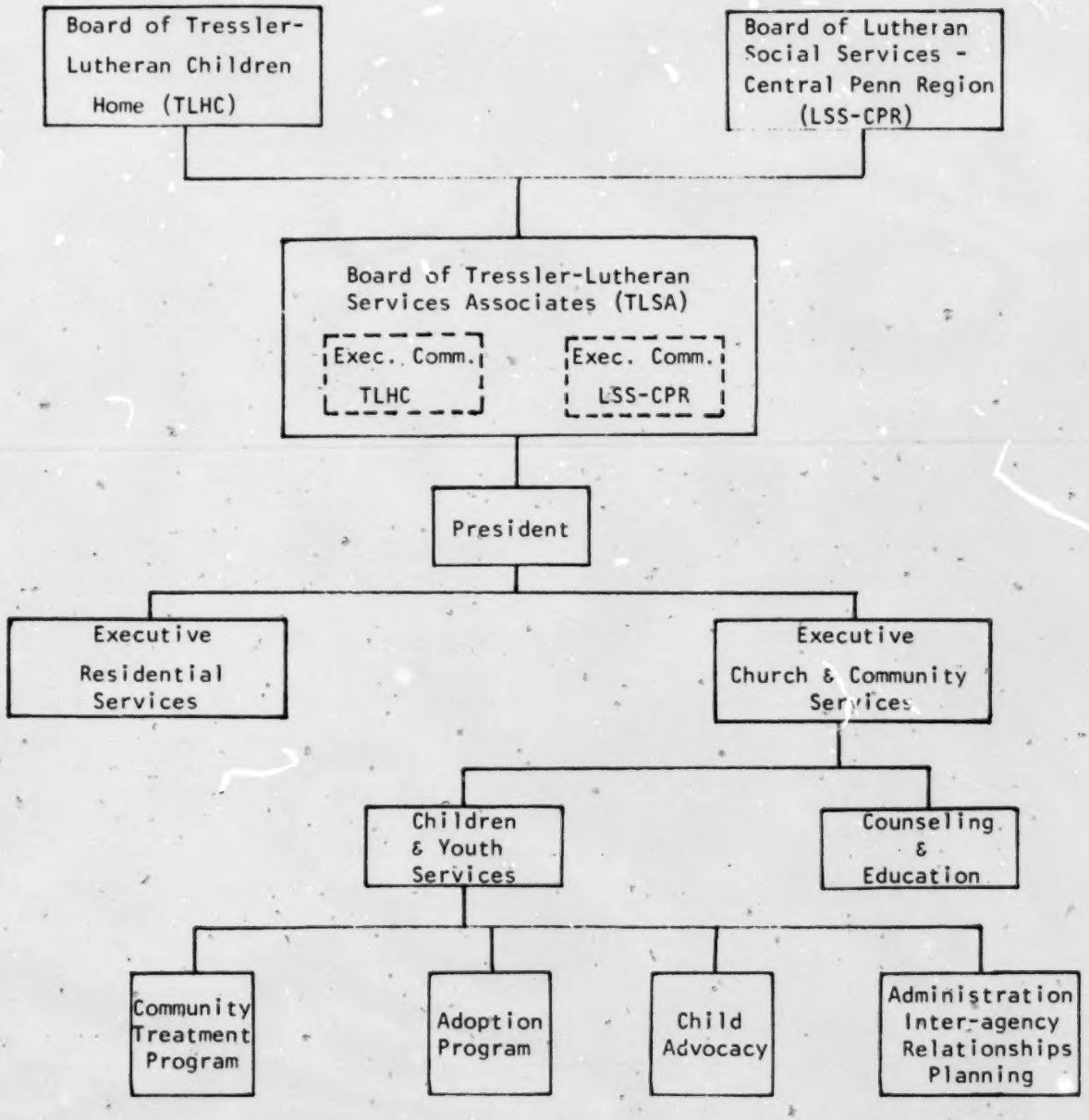


Figure 1-A is a chart of the organizational structure of the Adoption Program.

The staff of the Adoption Program work out of three locations: York, Williamsport, and Altoona, Pennsylvania.

The York office is the main office, and the staff there consists of the Administrator of Children and Youth Services, under whom the Adoption Program operates; the Director of the Adoption Program; an adoption specialist; and a secretary. The Williamsport office consists of two adoption specialists and a clerk/typist. The Altoona office is staffed by an adoption specialist from the Williamsport office on a part-time basis.

The Administrator of Children and Youth Services is responsible for interagency coordination and general services planning. He also supervises three service programs--the Community Treatment Program, which provides foster care, counseling, tutoring and case management to adjudicated youth; the Child Advocacy Program; and the Adoption Program.

The Director of the Adoption Program, in addition to carrying out administrative responsibilities, conducts study groups, provides casework services, attends adoptive parent meetings, provides counseling, makes home visits, edits the newsletters, conducts study training workshops throughout the country, and provides consultation to other agencies upon request. A unique strength of the Program is that the Director is an adoptive parent, and can provide an adoptive parent's perspective to the delivery of professional services.

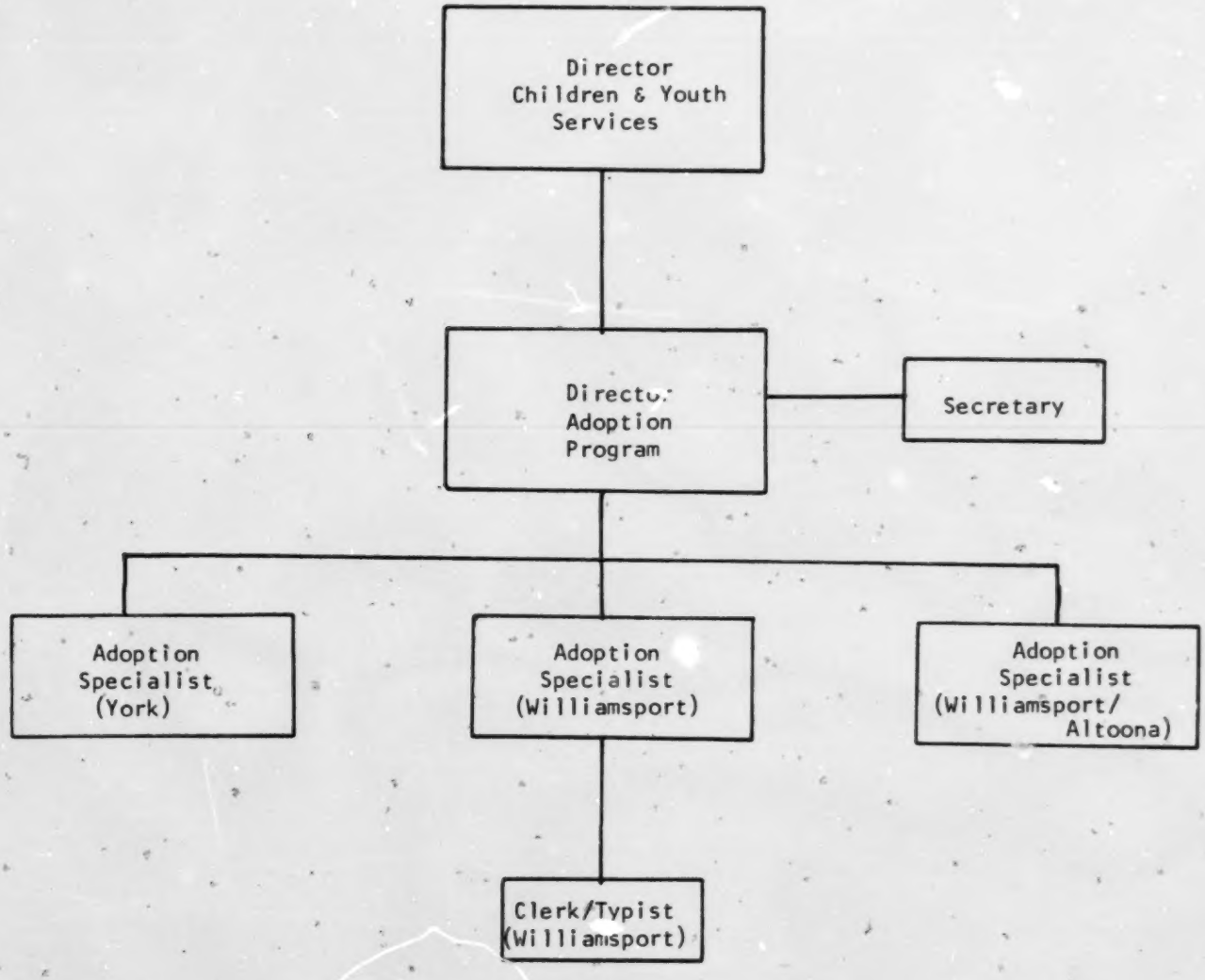
The adoption specialists conduct study groups, provide casework services to the adoptive families, respond to adoption inquiries, and make presentations on adoption to interested groups and organizations.

The secretary performs clerical tasks, maintains records, provides responses to telephone requests, and types material for the newsletters.

All professional staff members are required to have at least a B.A. and it is preferred that they be working towards attaining a Master's Degree in Social Work, or a related degree. The Director of the Adoption Program is an accredited social worker.

FIGURE 1A

ORGANIZATIONAL STRUCTURE: T-LSA ADOPTION PROGRAM



In addition to the formal educational requirements, the program seeks to employ persons who have a sensitivity for the realities of adoption from the perspective of the parent.

Although not depicted on the organization chart, three adoptive parents are being currently trained to co-lead adoption study sessions for prospective adoptive parents.

3. Budget and funding. Figure 2, below, is a presentation of the Adoption Program budget for FY 1980:

FIGURE 2

INCOME		
Fee Income:		
	Consultation	*$ 500*
	*Adoption Study Fees **	*42,500*
	Education	*300*
	Workshop	*4,000*
	Third Party Reimbursement	*12,000*
	Other Fees	*1,000*
	Total Fee Income:	*60,300*
Grants:		
	Tressler-Lutheran Home for Children	*95,659*
	Total Grants:	*95,659*
Contributions:		
	General Contributions	*1,000*
	Total Contributions:	*1,000*
Non-Operating Income:		
	Books (re-sale to clients)	*330*
	Total Non-Operating Income:	*330*
	Total Income:	*$157,289*
EXPENSES		
Salaries:		
	Administrators	*21,293*
	Professional	*47,241*
	Clerical	*15,783*
	Total Salaries:	*84,317*
Benefits & Taxes:		
	Group Medical Insurance	*1,968*

Group Life Insurance	552
Pension	6,746
Worker's Compensation	784
FICA Agency Expense	5,168
State Unemployment Tax	828
Total Benefits & Taxes	16,046

Staff Support:

Mileage	7,300
Other Travel Costs	1,800
Meetings/Conferences	1,200
Memberships & Dues	150
Books/subscriptions	270
In-Service Training	500
Miscellaneous Staff Costs	100
Total Staff Support:	11,320

Physical Plant Operations:

Rent-Facility	4,376
Insurance	400
Maintenance & Repairs-Building	240
Maintenance & Repairs-Equipment	640
Lease-Equipment	1,800
Total Physical Plant Operations:	7,456

Purchased Services:

Legal	1,000
Consultant	300
Clerical	400
Counselor	1,600
Psychiatrist	200
Total Purchased Services:	3,500

Service Operations:

Telephone	10,050
Postage	4,500
Printing	3,850
Promotional Material	150
Miscellaneous Services	150
Total Service Operations:	18,700

Supplies:

Office Supplies	3,500
Books for Re-Sale to Clients	330
Non-Capitalized Equipment	100
Custodial Supplies	60
Program Supplies	110

1980 Budget (cont.)

	Food Supplies	*170*
	Kitchen Supplies	*60*
	Other Supplies	*50*
	Total Supplies:	*4,380*
Capital Purchases:		
	Capital Purchases	*2,395*
	Funded Depreciation	*550*
	Total Capital Purchases:	*2,945*
Costs Transferred IN:		
	Allocated General & Administrative Costs	*6,623*
	Allocated Church & Community Services Costs	*3,036*
	Other Allocated Costs	*9,651*
	Total Costs Transferred IN:	*19,310*
	Total Expenditures:	*$157,289*

*Fees for services.

The agency charges an application fee and an adoption study fee.

The fee schedules are flexible and revised on a regular basis in regard to the cost of adoption services. Specific fees for adoptive applicants are determined through discussion with the applicants in conjunction with the current fee schedule and their financial circumstances. Other costs, such as transportation of children, or fees of cooperating agencies, may also be incurred.

Whenever possible, agencies having custody of children placed by the Adoption Program are asked to pay a placement fee based upon the actual cost of services provided. These may include: recruitment study, supervision, and post-placement services. T-LSA believes that no child should be denied placement because of a prospective family's inability to pay a fee, or the lack of a placement fee from another agency.

C. Program Operations (Services)

1. Intake. The Adoption Program's intake process consists of those mechanisms used to contact prospective adoptive parents (Outreach and the Provision of Information) and to determine the interest of prospective adoptive parents in adopting a special needs child (Screening).

a. Outreach (Recruitment). During the early stages of the Adoption Program, radio announcements, newspaper advertisements, television interviews, and presentations to church groups and other interested organizations were used to publicize the need for adoptive parents.

However, since 1972 no formalized recruitment effort has been necessary. The primary recruitment technique has been adoptive families' demonstration of the workability of adoption in their own communities. These families prove the potential of adoption in their daily lives, leading other families to be encouraged to adopt by observing these successful examples. People who have been turned away by more traditional agencies tell others of their success through T-LSA, and a snowball effect occurs. The agency's acceptance of different life styles encourages some people to apply who may have feared rejection.

The agency and P.A.C.O., the Adoptive Parent Organization (See page A-25), work together to provide informational meetings in different geographic areas. These sessions provide opportunities for potential applicants to learn more about the realities of the adoption of children with special needs and to interact with experienced adoptive parents.

There have also been a number of newspaper articles, feature stories, and special local programs which have dealt with adoption and the services of T-LSA in recent years, but these were not initiated by the agency.

b. Information. Staff respond to all written and telephone inquiries about the program. A newsletter called "The Adoption Scene" is mailed to everyone who inquires about adoption. It contains information on the current availability of children and a description of agency services. An Interest Registration Form is attached to each of these newsletters. (See Exhibit A)

c. Screening. The initial means of screening prospective applicants is provided through use of the Interest Registration Form (Exhibit B). This form provides a statement of the applicant's interests in adopting a special needs child and serves as the basic information source for selecting applicants to be processed for the adoption of available children. Some of the items on the form are discussed below.

(1) Age. There are no set criteria for chronological age. However, the following factors are considered:

Minimum: The age of the applicant should be sufficent to establish reasonable maturity and ability to accept the responsibilities of parenthood. It is considered in conjunction with emotional stability and any legal requirements.

Maximum: The importance of an applicant's physical health, comparative age with the potential adoptee, and his/her flexibility of ideas and attitudes related to parenting are considered, rather than chronological age.

(2) Marital Status. Single applicants, as well as married couples, may apply for adoption. The program accepts a wide variety of life styles as potentially providing appropriate families for children. Verification of marital status is required, and previous marriages ending in divorce are evaluated in light of subsequent adjustments.

(3) Family Composition. Potential adoptive families are not categorically excluded because of the number of children already in the family. In fact, the staff has found that large families often provide good homes for children simply because the adopted child doesn't have to "be everything" and will not have to be the center of attention. The number of children placed in a family is determined primarily by the interest of the applicants based on their own assessment of financial capability, general health, stamina, and capacity for parenting.

(4) Health. General physical and mental health should be such that it enables the applicants to meet the challenge of parenthood.

(5) Income. No set level of financial assets or resources is required. T-LSA does not use the criteria of income or occupation as screening devices (e.g., a family with a yearly income of $4,000 has had children successfully placed). However, there should be a reasonable relationship between a family's earning power and its financial stability: the level of income should be adequate to cover basic family needs.

(6) Housing. Housing may be owned or rented as long as living space and sanitation can provide a clean and comfortable home for children.

2. Assessment and planning. The assessment and planning processes are combined. Assessments and planning of cases consist of Adoption Rap Sessions and the Study Process.

a. Adoption rap sessions. These meetings are held periodically in various parts of the service territory. People who are waiting for a group study session are invited to attend, and agency staff and adoptive parents lead the discussions. Interaction with "successful" adoptive parents enables

applicants to more realistically evaluate their own motivations, awareness, strengths, and commitment. T-LSA has found that applicants often become more flexible in the types of children they feel they can parent through adoption after participating in these sessions. The Interest Registration Forms are available at these meetings, and applicants have the opportunity to make necessary changes in stating the types of children they want to adopt.

Seven of these sessions were held during 1978 and one was televised by Maryland Public Broadcasting. It was shown on a nationwide syndicated program called "Consumer Survival Kit."

b. Study process. A realistic preparation for adoptive parenthood is developed through the use of various concepts such as parent effectiveness training, values clarification, and transactional analysis. Participants in each of the study group series are chosen on the basis of their interests outlined on the Interest Registration Form and the needs of available children. Approximately one hundred adoptive applicant families participate in the process each year.

Five to seven couples and/or single applicants meet for a series of nine sessions. This group method was initiated so that adoptive parents would not feel isolated during the adoption process, and to allow applicants to challenge, support, and encourage each other. Interaction within a group setting has been shown to reveal greater insight into parenting capacities and attitudes than individual sessions. In addition, applicants can be processed more quickly in groups, resulting in more homes for the waiting children.

Throughout the sessions, the emphasis is on educating parents to meet the needs of the children. T-LSA encourages the development of an honest relationship between the adoption worker and the client; therefore the process is conducted in a nonjudgmental atmosphere. The philosophy is that as the adoption workers become acquainted with the adoptive families, the applicants get to know themselves better. They

become aware of the children available for adoption and come to terms with their coping capacity, their strengths and their weaknesses. The prospective parents are assisted in questioning their capabilities and limitations, and, if necessary, removing themselves from the adoption process. Adoptive applicants who complete the study process have the responsibility and opportunity to select the children they want to adopt, instead of the worker making the choice for them.

The components of the study process are:

(1) Informational meeting. Prospective parents, selected to attend the study process based on their interests and the needs of the available children, meet to discuss basic information about adoption and agency policies. Application forms (See Exhibit C) are distributed, and the series of study sessions begins when these forms are returned with the application fees.

(2) Panel presentations. Two sessions, entitled "Parenting the Child Who is a Challenge," feature panel presentations by parents who have already adopted special needs children. The purpose of the panels is to present the realities of adopting challenging children. The panel discusses problems encountered before and after placement and topics such as stealing, running away, foul language, and bed-wetting. The presentations provide the applicants with an opportunity to discuss their own feelings about these realities before the actual adoption of a special needs child. The panel also discusses issues such as: What do prospective adoptive parents need to know about themselves before adopting an older child? How much experience should they have had with children? How committed are they to making the placement work?

(3) Group sessions. A six-session parent-child communication course focuses on values clarification, transactional analysis, and parent effectiveness training. During these meetings the social worker can get to know the applicants individually, and the applicants can gain self-awareness and insight. Tools and skills which they might need in meeting the challenges of adopting special needs children are also presented. The emphasis is on the social worker and applicants working together to increase the opportunity for a successful placement.

Part of the study process involves the completion of a number of assignments such as writing autobiographies, completing health forms, and providing "thought sheets." The "feeling autobiographies" provide answers to questions about attitudes and expectations. Thought sheets have questions such as "How would you handle a child who couldn't trust you or couldn't establish a close bond?" and "What would you do if this child became a disruptive influence on your marriage?" Basically the applicants write their own life studies instead of the social worker doing it for them.

The parent-child communication course is based on discussions about the individuals themselves and includes selected transactional analysis concepts which are explained and practiced in the non-threatening group atmosphere. The group is encouraged to evaluate the concepts presented and to provide examples of them in the daily conduct of their own lives. This approach to the study process provides a learning and growing experience for all involved. Through this open, informal approach the social worker can gain a feeling for the applicant's ability to parent or to improve his/her parenting techniques.

(4) Visit to an adoptive family. The prospective parent is linked with a family that has adopted a child of approximately the same age and characteristics that the applicant is requesting. The applicant visits the family and has the opportunity to obtain an even more realistic view of the adoption experience. The experienced adoptive family advises the agency staff on their impressions of the applicant's capabilities. This visit often results in a long-term linkage between the prospective parents and the host adoptive family.

(5) Individual interviews. The social worker also conducts an individual session with each applicant to further obtain an accurate picture of the prospective parent's background, philosophies, interests, self-image, etc. This is also an opportunity to discuss further any concerns the applicant or worker may have.

(6) Situational groups. Upon completion of the study process, new applicants are assigned to one or more "situational" or "special interest" groups depending on the age, variety, and number of children for which they have applied. These groups are composed of both adoptive families and people waiting to adopt. Attendance is voluntary, but participants have found that the groups provide an excellent atmosphere for "reality testing." Social, cultural, and educational sessions allow prospective parents to help determine whether they will be comfortable parenting those children for which they have applied. The situational groups at present include Korean, Vietnamese, Single Parent, Older Children and Siblings, Large Families (over 5 children), Inter-racial Adoption, Mexican-American, North American Indian, and Children with Medical Problems. Many people participate in several groups concurrently.

3. Services. The primary services of the T-LSA Adoption Program are the situation groups, placement, the operation of a twenty-four hour hotline, the conduct of a teen therapy group, and the provision of counseling services to adoptive families, when needed.

a. Situational groups. These groups (described in 2. b. (6) above) enable families to discuss similar challenges in a group setting. They also relate to issues of their children's heritage and culture and sponsor family activities. Additionally, they provide an opportunity for prospective adoptive parents to get a "feel" for the experience of adopting a special needs child.

b. Placement procedures. During the study process, the applicants have the opportunity to review information on available children provided by adoption exchange books and other agencies and to identify children they are interested in adopting. If an applicant expresses serious interest in a particular child or children, the staff requests complete background information from the agency having custody. The applicant studies it, discusses it with the staff, and consults doctors and community resources regarding the child's problem areas. By having the prospective parent do the groundwork instead of the social worker, T-LSA believes that the applicant develops an increased commitment, thereby increasing the potential for a successful adoption. At the same time the family study is sent to the referral agency. The study includes the autobiography, health form, references, "thought sheets," and a summary and recommendations from the social worker.

The placement decision is a tri-level one made by the applicant, T-LSA, and the referral agency. The agency with custody makes the final determination.

If all parties decide to proceed with the placement, specific arrangements are made. This may include a pre-placement visit to the child's home. This is not always a prerequisite and is usually determined according to the needs of the child and/or the agency having custody. T-LSA believes that it is difficult to determine in a short visit whether the placement will be successful. Through its experiences over the years, the agency has found that preadoptive visitations are of minimal value in determining the appropriateness or success of adoptive placements. In fact, many of the placements accomplished during the program's existence have been made without preplacement visits. It is believed that the most essential element to successful adoptive placements is not the visitation, but rather the adequate preparation of the child and of the potential parents.

If there is a placement that must be expedited because of a child's needs, the staff does not necessarily wait until the completion of the group study process before placing the child. The staff will work with the adoptive parents independently of the group sessions to facilitate the completion of the study. However, the family participates concurrently in the group study sessions.

As cited above, the primary responsibility for preparing a child for adoption rests with the agency having custody. However, one element of this preparation is provided by the adoptive parents through T-LSA. Each family is advised to develop a scrapbook reflecting family composition, their home, community, pets, hobbies, family activities, and other interests. These scrapbooks are shared with the child through his/her foster care worker to enable him/her to begin to identify with the family in advance of a visitation or direct placement. T-LSA provides these scrapbooks to the agency with custody for their preparation work with the child.

T-LSA also encourages the agencies with custody to have adoptive children maintain personal scrapbooks throughout their time in foster care and to carry them into adoptive placement. The staff believes that this aids children in maintaining their identification and strengthening their self concept.

c. PACO listening ear. A twenty-four hour hotline provides a crisis intervention function. This service is provided by trained adoptive parent volunteers in various locations throughout the twenty-six county area served. These volunteers give parent-to-parent support and also make reports and referrals to the professional staff. T-LSA has found that many adoptive families of special needs children do not have relatives and friends who support their decision to adopt these children. The Listening Ear provides this support as well as an emergency linkage with professional services.

d. Teen group. A therapy group composed of adopted teenagers enables these youth to deal with present conflicts as well as with years of repressed problems. T-LSA provides staff for these sessions.

e. Counseling. The staff provides counseling for the families and adoptive children as needed. Referrals are also made to other community resources and to other adoptive families for support.

4. Monitoring. Placements are monitored through follow-up visits, and the submission of "sharing sheets" by the adoptive family.

a. Follow-up visits. The agency staff is available to assist the family during the period between placement and the finalization of adoption (at least six months), as well as after finalization. A worker is assigned to have a minimum of three visits during this supervisory period prior to finalization. The staff encourages and expects the adoptive family to let them know when problems occur. Preventive and/or crisis therapy is suggested and provided when applicable.

b. Sharing Sheets. Families who have not finalized their adoptions send the agency monthly "sharing sheets" which let the staff know how the placements are progressing and the areas of success or difficulty they are experiencing. If staff are needed for guidance or if counseling is required, the family is contacted immediately. (See Exhibit D)

5. Case evaluation. By state law, program staff are required to make a minimum of three contacts with the family after the adoptive placement is made. Staff use these visits, as well as the other supportive services provided, to evaluate whether the placement is succeeding.

6. Case termination. In effect there are no formalized termination of service procedures, as the program maintains ongoing contact with adoptive parents as long as necessary after the finalization of the adoption.

7. Follow-up. The follow-up services provided after the finalization of the adoption consist of visits to the home, the operation of an adoptive parents organization, the provision of counseling services, the operation of a 24 hour hotline, and the publication of the newsletters.

a. Follow-up visits. The follow-up visits as described in C.4.a. above continue after the finalization of the adoption.

b. Adoptive parents organization. Parents of Adoptive Children Organization (P.A.C.O.) provides a structure for the supportive relationships which adoptive parents need. T-LSA believes that adoptive parent organizations can make a significant contribution to programs involving the placement of available children through recruitment,education, and mutual support, and that agencies and adoptive parent groups should work cooperatively for these purposes. PACO is an integral part of the T-LSA Adoption Program.

The Adoption Program provides staff resources in development, coordination, and program planning for parent groups affiliated with the organization. Examples of the programs conducted by the group are seminars on sex education, child development and childrearing; legal information about adoption, wills, and insurance policies; and a session on voluntary and involuntary termination of parental rights. Family events in which children participate are also held. In addition to attending social and educational meetings, the members receive a bimonthly newsletter (See Exhibit F) which contains information about upcoming events, agendas for meetings, current legislation, reports from national conferences, information on current issues, letters from readers, a list of recent placements, and descriptions of adoption resources.

PACO groups are organized in specific geographic areas, and there are also subgroups composed of parents who have adopted children with similar special needs. Current subgroups are available for those who have adopted older children, siblings, Korean and Vietnamese children, children of Black and Black-White parentage, Mexican American and Native American children, and children with medical and physical disabilities. These groups meet periodically for programs related to their respective needs and interests. Some families may belong to several of the subgroups depending upon the types of children they have adopted.

PACO also provides interest free financial support to adoptive families for such needs as transportation costs, dental care, etc. The organization does not charge dues but instead conducts moneymaking activities such as parties, dances, and fairs.

PACO chats are small group sessions held in people's homes at which information on available children is shared and concerns of adoptive parents are addressed. T-LSA staff are present at these meetings. Prospective adoptive parents are also invited to attend these meetings if they have an Interest Registration Form on file with T-LSA.

c. Counseling services. The counseling services described in subsection C.3.e. are also provided as a follow-up service.

d. Twenty-four hour hotline. See subsection C.3.c.

e. Publications. Several newsletters are provided on a regular basis to keep families advised of social and educational programs, to inform them of available children, and to share current adoption issues.

- "Because We Care So Much" is a bi-monthly newsletter for families who have adopted five or more children. This is currently mailed to more than 850 adoptive families throughout the United States and in several other countries. This newsletter serves as a linkage for sharing concerns, challenges and the joys of large families.
- Every family, approved and waiting for a child, receives a monthly newsletter, "We Wait Too," which focuses on available children. (See Appendix F).
- "Children and Adoptive Parents" is a bi-monthly publication with a circulation of approximately 1,800 adoptive families and agencies. (See Appendix E).

SECTION IV. RESULTS AND EVALUATION

In the less than nine years that the Adoption Program has been in operation, more than 1,000 children with special needs have been placed in permanent homes. The annual placement statistics since the development of the specialized program are as follows:

Year	Placements	
1972	98	
1973	94	
1974	99	
1975	299*	
1976	119	
1977	121	
1978	146	
1979	80	(through July, 1979)
Total	1,056	

*Included over 200 children placed during the emergency airlift after the fall of South Vietnam; of this number, 96 were placed through other agencies with T-LSA having custody.

From January 1972 through December 1978, the number of children with handicaps who have been placed is 217. Other special needs children were members of sibling groups and those over the age of twelve. The following chart indicates the number of children placed by characteristic for 1976, 1977, and 1978.

	1976	1977	1978	1979 (through July 1979)
Over age twelve	12	22	18	11
Members of sibling groups	18	44	32	16
Mentally retarded	2	5	4	3
Emotionally disturbed	8	22	20	14
Slow learner	11	--	12	12
Auditory difficulty	1	--	1	2
Visual impairment	3	1	5	7
Cerebral palsy	3	2	5	1
Downs syndrome	--	4	5	--
Heart defect	--	1	--	--
Drug baby	--	1	--	--
Cleft palate	--	1	--	--
Gerodoma Osteodipplastica	--	1	--	--

	1976	1977	1978	1979 (through July 1979)
Hydrocephalic	--	--	3	--
High medical risk	--	--	3	--
Severe speech problem	--	--	1	--
Incest child	--	--	1	--
Deformities	--	--	1	--
Spinobifida	--	--	1	--
Epileptic	--	--	2	--
Sexually active	--	--	2	--
Severe skin problems	--	--	1	--
Orthopedic problems	--	--	1	5
Other medical problems	--	--	--	9

For these same years the following chart depicts the number of children placed according to race or native country:

	1976	1977	1978	1979 (through July 1979)
White (USA)	63	39	59	34
Black (USA)	12	12	5	6
Black/White (USA)	13	14	9	11
Korean	20	23	24	12
Vietnamese	--	8	2	--
Native American	18	13	35	11
Puerto Rico	4	2	--	--
Philippines	4	--	2	--
Indian/Black	1	1	--	--
Chinese	1	--	--	--
Dominican Republic	2	1	--	--
Mexican/American	--	2	--	1
India	--	2	--	--
Cambodian	--	2	--	--
East Indian	--	1	4	1
Columbia	--	--	--	3
Peru	--	--	--	1

The greatest number of children (847) were placed when the program had only two full-time adoption workers conducting the family studies. The disruption rate has been very low (5% overall) and most of these children were replaced with T-LSA families. The staff credits the client-centered approach for the low disruption rate and for the agency being able to meet the needs of many waiting children and adoptive parents. The self-assessment of strengths and weaknesses, the educational process of building on already existing parental skills, and the ability of prospective parents to be the primary decision-makers, all contribute to making adoption realistic for adoptive parents. The provision of multi-faceted post-adoption support services also adds to successful placements.

The success of the program can also be attested to by the fact that many other agencies are now incorporating the techniques employed by T-LSA. At the inception of the program in 1972, the exclusive placement of special needs children and the non-traditional T-LSA approach were unique to the field of adoption. However, due to the decrease in the number of healthy, white infants available for adoption, agencies have had to change their attitudes and redesign their programs.

To help these agencies adjust to the recent trend toward placing special needs children, the Director of the Adoption Program has made numerous presentations on client-centered adoption, the group study process, and supportive services. (See Exhibit G for letters from agencies attending presentations and workshops). Children Unlimited, an adoption agency in Columbia, South Carolina which places special needs children, has modeled its program of education and post-placement services on the T-LSA program.

T-LSA has also been selected as an exemplary agency in the successful placement of developmentally disabled children by the North American Center on Adoption, Inc.

the adoption scene at TLSA

A REPORT ON ADOPTION FROM TRESSLER-LUTHERAN SERVICE ASSOCIATES

There are children everywhere. Some are eating cotton candy, others are being given rides throughout the grove of trees in a tractor-drawn wagon, and still others are being costumed as Indians.

The scene looks very much like a huge family reunion or perhaps a Sunday School picnic, except that, upon closer observation, one might note that many of the children are handicapped or biracial or of Indochinese or Canadian-Indian descent.

But there's something even more special about this September Sunday gathering in Jacobus, York County: Practically all of the children are adopted.

The get-together is the annual York-area PACO (Parents of Adopted Children Organization) picnic, and that first, tentative description of the affair as a family reunion is not an inappropriate one.

Because of organizations like PACO and events like its yearly picnic, many adoptive parents say they feel as though they're part of a large, widely scattered family.

That feeling is one of the many unique aspects of Tressler-Lutheran Servcice Associates' adoption program.

At the very heart of that uniqueness is the fact that in 1972 the program was reorganized exclusively to place "special needs" children, those formerly (and unfortunately) labeled "hard to place." **Discontinued completely was the placement of healthy, young white children and white infants.**

What produces the special needs of the children T-LSA places is that they are black, biracial, or from a foreign country; or they are between the ages of eight and 18; or they have physical, emotional, or mental disabilities; or they are to be placed along with a varying number of their brothers and sisters. (T-LSA has placed with one family a "sibling group" of seven children!)

The program, operating in 26 Pennsylvania counties (the territory of the LCA's Central Pennsylvania Synod), has the function of preparing and then representing prospective adoptive parents to agencies in whose care children are placed prior to being adopted.

Rather than providing care to these children awaiting adoption, T-LSA instead serves as an "adoption broker," bringing together special needs children and loving families.

Immediately apparent to anyone who has conceived of adoption as the fulfillment of a childless couple's needs by providing them with a healthy white infant is the fact that the nature of adoption has changed markedly: While the core of T-LSA's program is its work with adoptive parents, and while the adoption procedure is oriented toward these parents, the entire focus of adoption is on ministering to the needs of children.

As the nature of adoption has changed, so too has the manner in which children are adopted. And T-LSA has had a lot to do with that change.

The entire transition began in the late 1960s when fewer healthy white infants were becoming available for adoption. For some time prior to that Tressler staff had been doing some adoption work with special needs kids.

As a result of that work the program was redesigned entirely toward the placement of special needs children.

The traditional approach to adoption had been to have a social worker interview a prospective adoptive couple three or four times in an office. The social worker obtained information on the couple's background and usually made a home visit. Then, if they were "approved," a child was selected for them.

The group approach utilized by T-LSA is much better, say both adoption staff workers and adoptive parents.

"You feel a lot more at ease and are able to learn more," relates one York County adoptive parent. And the group sessions allow people to "reveal more of themselves than they ever would in an office interview with a social worker." They also are able to gauge their strengths and weaknesses and to work on overcoming the weaknessess.

Typically, six to eight couples or single parents meet for eight or nine weeks, usually in the home of a staff member or a church parlor or other informal setting.

At those sessions, they share feelings, experiences, expectations, and fears. And they get a chance to talk with families who already have children similar to those they are contemplating adopting. The adoptive parents are as frank and open as possible, both to acknowledge the challenges of adoption and to aid group participants in learning if adoption is for them.

At the sessions prospective adopters also study information about children available for adoption, helping them and staff members to identify the type of child they would like and feel capable of rearing.

To reach this stage in the adoption process, prospective parents first file an "interest registration form" with the agency. Then, when periodic "adoption rap sessions" are scheduled in various areas, those people are invited to attend.

In accordance with the availability of children and staff resources, applicants — about 100 of them each year — are selected to participate in the adoption study process, which consists largely of the group sessions.

In addition, participants must complete "feeling" autobiographies. These autobiographies are an additional way in which applicants can sort out their feelings on adoption, children, parenthood, and related topics.

During the study process an adoption unit staff member visits with the applicants, and, following completion of the group sessions, the prospective adoptive parents must visit the home of an adoptive family, usually with children similar to those they want to adopt. The family then files a report on the visit so that any problems can be worked out between the applicants and staff members.

Finally, if the prospective parents and staff members believe that the family is ready to adopt a child, the applicants are registered with adoption exchanges.

Sometimes, a child is placed with them relatively quickly; however, most placements take at least several months and some longer.

As part of its service to children, T-LSA carries the major cost of the program. This money represents a significant portion of the interest from the endowment fund of the Tressler Lutheran Home for Children.

Prospective adoptive parents pay an application fee and an adoption study fee, based on the actual cost of service and levied on a sliding scale in accordance with the applicants' ability to pay. These fees, however, seldom cover the cost of service provided by the agency.

T-LSA adoption services do not stop with the placement of the child. For the first six months following placement, staff maintain contact with the family, visiting them and providing whatever support is necessary.

But support comes from other sources as well. First, the adoptive families themselves provide support to one another.

Second, organizations like PACO - one of the largest adoptive parents organizations in North America -- and its various "subgroups" (for example, groups for families with Korean children) can be a big help to adoptive parents.

And, third, there are the T-LSA adoption newsletters, one of them designed just for families with five or more children, another for families waiting for a child.

What lies ahead for the adoption program?

Staff members cite the continuous evolution of adoption study guidelines, parent-training skills, and increased participation in support groups like PACO as part of the program's future.

But whatever is ahead, you can be sure of one thing, its origin: As the bumper sticker pasted on the rear of many adoptive families' cars proclaims, Adoption Starts in Loving Hearts.

Tressler-Lutheran Service Associates (T-LSA) provides a program of specialized adoption services including: the processing of applications for the adoption of children with special needs; community education regarding the needs of children available for adoption; and a variety of group and supportive services for adoptive families.

Applications for adoption may be received from potential adoptive parents residing in a twenty-six county area in Central Pennsylvania, which coincides with the territory of the Central Pennsylvania Synod of the Lutheran Church in America. These counties include:

Adams	Clearfield	Franklin	Lebanon	Perry
Bedford	Clinton	Fulton	Lycoming	Snyder
Blair	Columbia	Huntingdon	Mifflin	Somerset
Cambria	Cumberland	Juniata	Montour	Tioga
Centre	Dauphin	Lancaster	Northumberland	Union
				York

The Adoption Program is based in the York office and staff persons assigned to the program operate from the Williamsport and Altoona offices.

While the adoption scene is constantly changing, there have been several constant and significant trends in the past few years.

- more people have become interested in adoption as a means of having or expanding their families.
- fewer white infants and very young white children have become available for adoption because of more effective birth control measures, abortion, and many more unwed mothers raising their children.
- agencies and courts have increased their efforts to place the thousands of children with special needs, who had previously been considered hard-to-place.
- many children with special needs who are considered to be the "available children" are being placed in permanent adoptive homes.

INTEREST REGISTRATION FORM

The Interest Registration Form is designed to provide the agency with a concise statement of the applicants' interests in adoption. Applicants complete and return the form. This form serves as a basic information source for selecting applicants to be processed for the adoption of available children. Completion of the form **does not** imply any obligation on the part of the applicant or the agency. Changes on Interest Registration Forms may be made by writing or phoning the office with which you are registered.

Applicants are accepted for an adoption study according to the availability of children. T-LSA is constantly in touch with other adoption and child-serving agencies, with adoption exchanges in various states, and the Adoption Resource Exchange of North America (ARENA). Consequently, we learn of the types of children in greatest need at that particular time. Because we gear our service primarily to the needs of the available children, some potential adoptive parents may be registered for many months. Others may be processed within a short period of time. There is a greater possibility of studying and placing with those who have sincerely expressed a broad range of interest and flexibility on their Interest Registration forms.

CAUCASIAN INFANTS

The T-LSA Adoption Program **does not place** healthy, white infants. There is a "shortage" of such children for adoption and other agencies have long waiting lists. In fact, today it is almost impossible to locate any healthy, white children under the age of eight for adoption. We feel that these are not the children most in need of our services.

AVAILABLE CHILDREN

The following summaries present a concise reflection of the availability of children in the descriptive categories we generally use in the program.

OLDER CHILDREN (ages 8 to 18)
Many children are available for adoption in these age ranges. They come from a wide variety of backgrounds and experiences. All need the love and security of permanent homes.

MEXICAN-AMERICAN
Several years ago, we placed many Mexican American infants. In the past few years, we have placed no Mexican-American infants because the agencies in the Southwest have discovered that these children can be placed for adoption in their local communities. However, we have placed older Mexican American children and sibling groups.

SIBLING GROUPS (any family group of two or more brothers and/or sisters)
This is one of the most available categories of children. Generally, they are over the age of eight. The larger groups (more than two) are in the greatest need of adoptive families.

AMERICAN INDIAN (Native American)
Tribal laws now strictly limit adoption except by Indian families. The only exceptions likely to occur are for sibling groups of two over the age of ten or for sibling groups of three or more of all ages, also teenagers and children with medical limitations. Most of these children are from Canada.

BLACK & BI-RACIAL (Black-White)
Many children are available from within this broad grouping. Black and bi-racial infants are not as available as older children and sibling groups.

While T-LSA makes inter-racial placements, we **strongly encourage black applicants.** Thousands of children wait for black or white homes. **We suggest that black applicants indicate this on their Interest Registration Forms because the need is so great for black families to adopt waiting children.**

KOREAN
T-LSA has worked cooperatively with the Holt Adoption Program in placing youngsters from Korea, Thailand, and the Philippines. The availability of young Korean children is not limited to families who have previously submitted an application to Holt.

INTERCOUNTRY ADOPTION
Many children in other countries, particularly the developing countries, are in need of permanent adoptive families. However, the complexity of adoption requirements in some countries and difficulty in achieving international agreements on adoption make it very difficult, if not impossible, to obtain those children for adoption. When, and if, such arrangements are made, we expect to be able to work cooperatively with international agencies for this purpose. Persons interested in intercountry adoption should attach a separate note to the Interest Registration Form, stating their interests.

MEDICAL, EMOTIONAL AND PHYSICAL LIMITATIONS
Children with a wide range of medical and emotional needs are available. Some children may be retarded or only moderately limited in their potential. Their need for love and permanence is critical.

ADOPTION RAP SESSIONS
Adoption Rap Sessions are scheduled periodically. Everyone who has an Interest Registration Form on file at our office will receive an invitation to sessions as appropriate. Agency representatives and panels of adoptive parents are available at each of the sessions to discuss the current "Adoption Scene".

THE ADOPTION PROCEDURE
The procedure for adopting a child through T-LSA involves the following major steps:

1. Initial inquiry and completion of an Interest Registration Form.
2. **Selection of applicants for the adoption study process according to the availability of children and staff resources.** As the agency is made aware of available children, applicants are selected for study on the basis of their interests outlined on the Interest Registration Form and the greatest needs of waiting children. Invitations to enter the study process are then extended to the applicants who can be processed in a group (approximately six couples). (We generally have about 300 applications on file and are able to study approximately 100 applicants per year.)
3. Attendance at an informational meeting for those selected for the study group. At that time, basic information is discussed about adoption and the agency policies. Application forms are distributed at this meeting.
4. Remittance of the application form to the agency with the application fee (for those who wish to proceed with the adoption study.)
5. Attendance at a series of group meetings scheduled with the applicants. The primary purpose of these meetings is to enable the social worker to get to know the applicants as potential adoptive parents. This is also a time for increased self-awareness and insight on the part of the applicants. Individual interviews may be arranged as appropriate. Approximately ten sessions are involved.
6. Completion of the study process. The social worker and applicants make a decision regarding the readiness of the applicants for adoption and the study is then written. Material contained in the study is treated in a confidential manner and records are maintained in accordance with requirements of the Pennsylvania Department of Public Welfare.
7. Registration of processed applicants with appropriate adoption exchanges. Other efforts are also taken to make these potential adoptive homes available for waiting children.
8. Completion of initial home visit. The worker visits the home prior to placement to complete a descriptive summary.
9. Placement of a child with the family. (Timing cannot be accurately predicted). There is a period of at least six

months before the adoption can be finalized in court. This may be a period of adjustment for the whole family.

10. Follow up visits. The agency staff is available to assist the family during this time as well as after finalization.

THE COST OF ADOPTION

An application fee and an adoption study fee are charged by the agency. As a voluntary, non-profit, social service organization, the agency has established a fee schedule to enable the adoptive family to share in the costs of service. The actual fee is determined with the applicants according to a sliding fee scale and their respective financial circumstances. These fees are based on the actual cost of adoption services to the agency. However, as already noted, the agency has traditionally carried the major costs of the program.

Attorney fees and court costs are handled between the adoptive parents and their attorney.

Other costs, such as transportation of children or fees of cooperating agencies may be incurred. These costs vary with each situation and are worked out on an individual basis.

P.A.C.O.

An organization for adoptive families, P.A.C.O. (Parents and Adopted Children Organization) provides services and advocacy for children in partnership with the T-LSA Adoption Program. This organization holds educational and social programs and functions throughout the T-LSA service territory. Local PACO groups are organized in specific geographic area.

Special groups are available for those who have adopted older children; siblings; Korean and Vietnamese children; children of black and black-white parentage; Mexican-American and Native American children; and children with medical and physical disabilities.

T-LSA ADOPTION OFFICES:

- ☐ 25 W. Springettsbury Ave. - York, PA 17403 - (717) 845-9113
- ☐ 221 W. Fourth St. - Williamsport, PA 17701 - (717) 322-7873
- ☐ 1200 - 11th. Ave. - Altoona, PA 16601 - (814) 944-5355

For other helpful information on adoption including books and subscriptions to "Adoptalk", contact: The North American Council on Adoptable Children, Inc., 250 E. Blaine, Riverside, CA 92507 Phone: 714-682-5364.

When T-LSA receives your completed Interest Registration Form this will be acknowledged by letter. You will receive an invitation to attend one of a series of Adoption Rap Sessions when they are scheduled. Because of the heavy work load and the very large list of registered applicants, **you will not be contacted by the agency until your application may be accepted for further processing or to be notified of the Rap Sessions or PACO Chats.**

EXHIBIT B

INTEREST REGISTRATION FORM

Name: (Please Print) _____ *Date:* _____

Street Address: _____ *Phone & Area Code:* _____

City: _____ *County:* _____ *State:* _____ *Zip:* _____

We are interested in the adoption of children with special needs as indicated below. Please be aware of this interest and notify us when you can process our application or help us in any other way.

1. *Number of children we would like to adopt now:* _____
2. *Ages or age range we are interested in:* _____
3. *We feel we could adopt the following special needs children:*
   - ( ) *Children of Black parentage*
   - ( ) *Older Caucasian (white) children (age 7 to 18)*
   - ( ) *Mexican-American children (older than 5 years)*
   - ( ) *Family group - more than one child*
   - ( ) *Children of mixed Black-White parentage*
   - ( ) *Native American children*
   - ( ) *Caucasian children (age 0 to 7 or 8) with limitations*
   - ( ) *Intercountry children (as available)*

Physical, Mental and Emotional Limitations:

( ) *Cleft palate*	( ) *Heart defect*	( ) *Brain damage*
( ) *Hearing loss*	( ) *Cystic fibrosis*	( ) *Missing arm or leg*
( ) *Speech impairment*	( ) *Cerebral palsy*	( ) *Hyperactivity*
( ) *Mental retardation*	( ) *Spina Bifida*	( ) *Sight loss*
( ) *Burns*	( ) *Learning Disabilities*	( ) *Hydrocephalus*

( ) *Other disability (please specify):*

( ) ( ) ( )

* *Other types of special needs we could accept:* _____

Our family currently consists of: Man (age) _____ *Woman (age)* _____

Children (list age and sex) _____

Other members of immediate family: _____

( ) *Adoption study group sessions are generally scheduled in the evening. If you could not possibly attend evening sessions, please check here.*

( ) *I am unmarried and would like to adopt.*

( ) *If you are Black, kindly indicate this, since there is such a need for Black homes.*

T-LSA encourages your registration with other agencies wherever possible. For those interested in Intercountry Adoption, it is necessary to register with resource programs. (A listing will be sent upon request). If you are registered with another agency, please identify that agency. _____

_____

Signatures of applicants: _____

Please return to the designated area office: ____*York* ___*Williamsport* ___*Altoona*

Note: Your registration may be changed at any time by notifying this office.

* *Use reverse side for additional comments.*

11/78

EXHIBIT C

ADOPTION SERVICES UNIT
Division of Family and Child Services
Tressler-Lutheran Service Associates

APPLICATION FORM

1. IDENTIFICATION

Last name of applicant: _____ Date _____

Address: _____ / _____ / _____ / _____ / _____
Street City County State Zip

Telephone: (Area Code & Number) _____

	MALE	FEMALE
First, Middle & Maiden Name		
Birthdate/Birthplace		
Education:		
Religious Denomination:		
Name of Clergyman:		
Address of Clergyman:		

2. EMPLOYMENT

Occupation:		
Present Employer:		
How long with this employer?		
Approximate yearly salary:		

3. MARITAL STATUS

Married ( ), Never Married ( ), Divorced ( ), Widowed ( )

Date & Place of Marriage: _____

Previous Marriage? (Dates & names of previous spouse, how and when terminated and, if divorced, who initiated) _____

4. FAMILY STATUS:

Names of Children	Birthdates	"Homemade" or Adopted

Names of others in home	Ages	Relationship

EXHIBIT C (cont.)

5. Have you ever had any professional counseling for an emotional problem? _____ If so, please explain. _____

6. Have you ever been convicted of any charge other than a minor traffic violation? _____ If so, please explain: _____

7. Have you ever made application for adoption to another agency? _____
If so, please indicate: Name of agency, location, results of your contact.

Is that application still active? _____

8. Have you previously applied for adoption through this agency? _____
If so, please indicate: when, location agency office, results of that application. _____

9. Your attorney for the adoption procedure (It is not necessary to select an attorney until after a child is placed in your home).

Name: _____
Address: _____ Zip: _____
Telephone: _____

10. Your physicians (or physicians)

Name: _____ _____
Address: _____ _____
Telephone: _____ _____

11. References (List three references, not related to you, who have known you for at least several years)

NAMES	ADDRESSES	PHONE NO.

12. Reason for adoption (Please state briefly your reasons for wanting to adopt child.) _____

If you are unable to have children born to you, are there medical reasons? _____. Have you been given a medical opinion on this? _____ By whom? _____ When? _____ What was the diagnosis? _____

13. *Child desired to adopt (Please specify the type of child you are desiring to adopt at this time: age; number of children; ethnic background; handicaps; etc.)* _____

_____

_____

_____

_____

14. *How long have you lived at your present address?* _____

Previous Addresses (List previous addresses if you have resided at your present address for less than five years)

ADDRESSES	*DATES*
_____	*From:* _____ *To:* _____
_____	*From:* _____ *To:* _____

15. *Directions for reaching your home (Clearly describe the easiest way to reach your home by car from the office where your application is being processed)* _____

_____

_____

_____

_____

_____

Signature of applicants: _____

_____

Note:

Information contained in this application is held in confidence by the agency. Kindly return this application to the agency representative noted below:

( ) *Mrs. Barbara Tremitiere*
Adoption Services Unit
Tressler-Lutheran Service Assoc.
25 W. Springettsbury Ave.
York, Pennsylvania 17403

( ) *Miss Lois Eckels*
Adoption Services Unit
Tressler-Lutheran Service Assoc.
221 W. Fourth St.
Williamsport, Pennsylvania 17701

( ) *Ms. Winnie Goings*
Lutheran Children & Family Service
2900 Queen Lane
Philadelphia, Pennsylvania 19129

EXHIBIT D

TRESSLER-LUTHERAN SERVICE ASSOCIATES

For Work With Older Children in Placement

"Sharing Sheet"

CHILD'S NAME: _____ *DATE:* _____

FAMILY NAME: _____

GENERAL ADJUSTMENT: *(Give examples)*

SCHOOL ADJUSTMENT: *(Give examples)*

ADJUSTMENT TO FAMILY MEMBERS:

AREAS OF SUCCESS:

AREAS THAT NEED IMPROVEMENT:

FEELINGS OF ADOPTIVE PARENTS:

AREAS WHERE EITHER CHILD OR ADOPTIVE PARENT NEED PROFESSIONAL HELP:

PLEASE CONTACT US BEFORE NEXT REPORT IS DUE: *YES*_____ *NO*_____

Revised
T-LSA 1978

EXHIBIT D (cont.)

SESSION VI

CONTENT: PET - PROBLEM SOLVING FAMILY COUNCIL - also INDIAN FAMILY FANTASY

ENCLOSURE: (For use later) Sharing Sheets

OBJECTIVES:

To summarize PET and see how it all fits together.

To help people "feel as an adopted child might feel and work through those feelings.

To evaluate, and set up future contact through PACO and T-LSA.

After Placement

- *"Sharing Sheets"*
- *Supervisory Visits*
- *Staff Counseling and Support*
- *Referral to Other Resources*
- *Preventive and Crisis Therapy*
- *Special Interest Groups*
- *"Listening Ear"*
- *"PACO Chat"*

T-LSA views adoption services as a continuum - from inquiry through and beyond the formal adoption process - for as long as a family may need identifiable service.

"How can we say we've done our share,

When everywhere we look, the children are there!"

BTT

Revised
T-LSA 1978

Children and Adoptive Parents

A NEWSLETTER FOR ADOPTIVE FAMILIES

SEPTEMBER - OCTOBER 1978

Finally, all the kids are back in school....time to take a breather from a hectic summer! Placements continue to happen at a rapid rate. We are so thankful to all of you, our adoptive families, for opening your homes and hearts so readily to these little ones!

Placements:

From our Williamsport Office:

The Lynn family of Northumberland County received their bi-racial daughter. She joins her 7-year-old Vietnamese brother and 10-year-old biological brother.

The Foster family of Clearfield County recently received their 3-month-old Caucasian Downs Syndrome son. He joins his 9-year-old Canadian Indian sister, his 2-year-old Downs Syndrome brother and his 6-year-old biological brother.

The Anderson family of Lycoming County received their 9-year-old Caucasian daughter. She and her 5 sisters will sure keep their Mom and Dad busy!

The Williams family of Lycoming County received their 8-year-old Caucasian son.

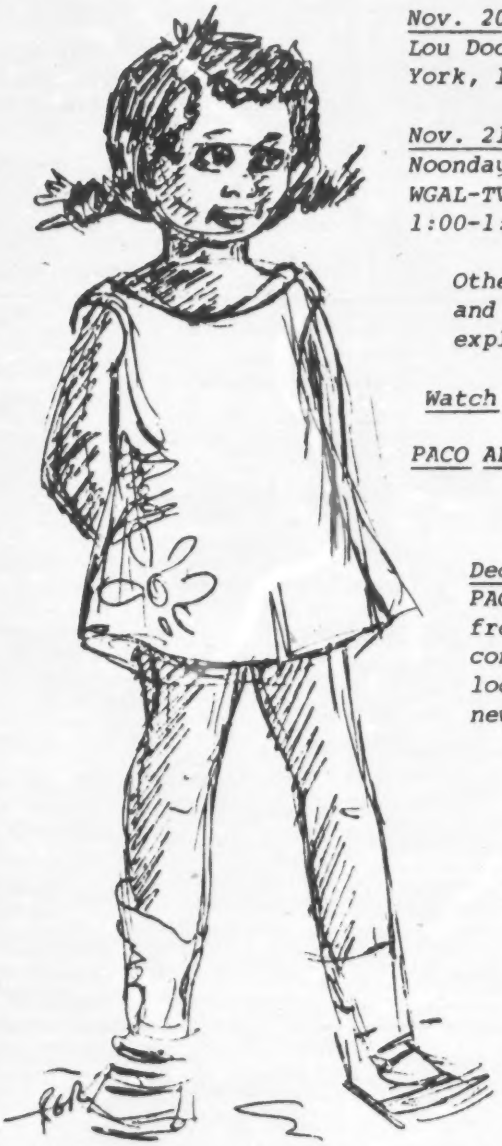
The Bryan family of Lycoming County received their infant son. Mr. Bryan is busy decorating and making rugs for the nursery.

The Sorens family of Bucks County received their 14-month-old son from India.

The Evans family of Lycoming County received their 14-month-old son from India. Both boys (Sorens and Evans) were thought to have heart problems, but upon arrival it was good news to learn that both boys only have heart murmurs.

The Bilger family of Snyder County received their 3-year-old Caucasian daughter. She joins her 3 siblings including a Vietnamese brother, Song.

ADOPTION WEEK 1978 IS THANKSGIVING WEEK!!!!! While we all "meditate" on the year gone by, and all the children who now have homes, let us also think ahead to 1979. If each of our families, through news media, personal contact, etc., could help one waiting child to find a home in 1979, what a wonderful year it would be! (Let's put special concentration on the teens, the handicapped, and the BOYS!)



Nov. 20 - PACO members on Lou Doolittle Show, WSBA-TV, York, 1:00-1:30

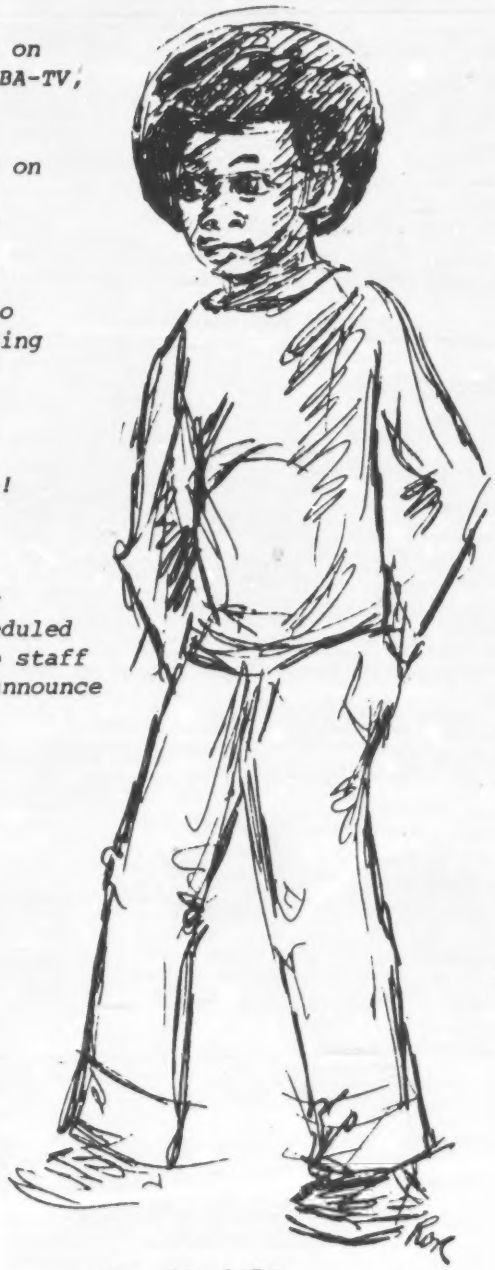
Nov. 21 - PACO members on Noonday On Eight Show, WGAL-TV, Lancaster, 1:00-1:30

Other possible Radio and TV spots are being explored!

Watch and Listen for

PACO ADOPTION WEEK!!!!!

Dec. 5 - Lancaster PACO Chat (Re-scheduled from Oct. 3 due to staff conflicts) Will announce location in next newsletter.



Feb. 1979

PACO VALENTINE PARTY !!

A special super event for the whole family, to be held for the second year at the York YWCA. We will have the swimming pool,etc. for a great party! Mark your calendar now! Details coming soon!

Mar. 24, 1979

PACO DANCE !!!!

This annual event will be held in March instead of May this year so more of you will be able to attend! Mark your calendar now...details coming soon!

PACO Board of York, the Parent Group of all of our PACO chapters, shares the following important announcement:

Anyone wishing to serve on the PACO Board of Directors and anyone wishing to nominate anyone on the PACO Board of Directors (individual or couples) should submit their name to:

PACO
Tressler-Lutheran Service Associates
25 West Springettsbury Ave.
York, PA 17403

as soon as possible. The ballots will be going out in November to all PACO members to vote on board members according to our by-laws for the next two-year term. Duties will start January 1, 1979.

One-half of the Board will be elected every year. This way we will have experienced people working with those who do not have experience.

PACO Board President - Ron Lentz

****

By-laws are now being sent out to all of our PACO Presidents, and will be run for all of you in our next PACO newsletter. We want to thank the present PACO Board, who, under the leadership of the Wileys and the Lentzes, finally got us some by-laws! It has been a long, hard pull!

CHILDREN OF THE MONTH:

Jimmy is one year old. He is a hydrocephalic child who spent his first four months in the hospital with a shunt. He has none now. Jimmy comes from a family with superior intelligence. He is a "risk" child, as his intelligence is unknown. Subsidy is possible. Jimmy is Caucasian. Would he fit into your home?

Tommy, also Caucasian, is 6. He is considered to be a disturbed child, although he is not a problem in school. His intelligence is at least average, and he is described as a "beautiful child". Problems include a high sexual awareness, possible exploration with other children, and "urinating anywhere". Could your family help and include him?

Sandy, Caucasian, age 12, is an attractive girl with mild CP. She also has had to have some plastic surgery and orthodontic work done. She prefers men to women, and is able to manipulate adults. Does your family have the strengths to meet her challenges? She needs a home very soon.

Todd and Tim, Caucasian brothers, aged 12 and 13, are behind in school due to frequent moves and early deprivation. It is thought that they are of average intelligence. They have some behavior difficulties, but nothing major. These beautiful, blonde boys badly need a family - before Christmas, they hope.

If you are interested, let me know! Barb Tremitiere
(717-845-9113)

AREA GROUP NEWS:

York Area: Many thanks to all who helped so much with our great PACO Fair. Special thanks to the Hambergers and Johnsons who put in so many hours of organizational work!

****

EXHIBIT F

WE WAIT TOO !!!

February Issue 1979

In the midst of winter, snow, etc., let's give some thought to more of the children who wait.

Sandy, a Black child born in 1975, is a beautiful child with an outgoing personality. Would she fit into your home?

Jessie, Caucasian girl born in 1966, has had too many placements for any young girl. Could you help her to grow up and achieve her full potential?

Debbie, Caucasian, born in 1962. Paralyzed from waist down due to abuse or fall, but gets around with braces and crutches and can care for herself. Wants so much to have a family of her own. A beautiful girl.

Warren (born 1969) and Wade (born 1967) are brothers, Caucasian, who need a loving home with a family who will "hang in there" with them. Is it yours? These boys are in Canada.

John Jairo, in South America, was born 9/76. He has had some problem areas, but it is felt that he is doing well now. Cost - about $2000.

We also have several more children from South America, aged 3 - 10 on referral. Most have some physical problems. Cost about $2000 per child.

We have some Korean children available also, including siblings (girl 12, boy 10), and a five-year-old boy with a slight hunch-back due to the after-effects of having had TB of the spine. Cost is about $1600 per child.

Looks like we will also be getting some children on referral from India. They will be young with some medical problems. Cost will be about $2000.

Let us know of your interest in any of the above, and we will send more information.

So much to do; so many to place; so short a time before they grow up! If you want to be a part of their growing-up years, let us know!

Tressler-Lutheran Service Associates

York Office
Barb Tremitiere (717) 845-9113

Williamsport Office
Lois Eckels (717) 322-7873

EXHIBIT G

SPAULDING FOR CHILDREN

P.O. Box 157 • Phone [illegible] • Chesterbrook, PA 19087

February 10, 1978

Ms. Barbara Tremitiere
Tressler -- Lutheran Service Association
25 W. Springettsburg Ave.
York, PA 17403

Dear Barb,

I just finished reading your newsletter and want to thank you for sending it along.

Also, I would like to extend my personal thanks to you for the workshop in Ann Arbor. It was a most enlightening and stimulating experience. You are doing a remarkable job and you had a most possitive influence on us.

Keep up the good work.

Sincerely,

Kathleen M. Cavanagh
Director of Agency Development

KMC:kp